

## LANDRUM JUNIOR HIGH

104 Redland Rd  
Landrum, SC 29356

**GRADES** 7-8 Middle School

**ENROLLMENT** 193 Students

**PRINCIPAL** John M. Hodge 864-457-2629

**SUPERINTENDENT** James A. Littlefield 864-472-2846

**BOARD CHAIR** C. Hugh Burnett 864-472-2846

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	17	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

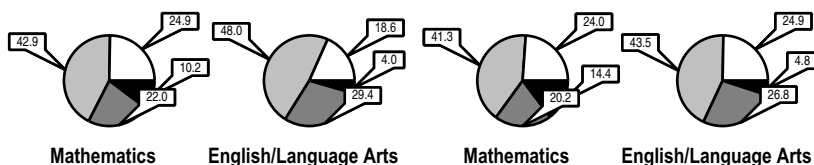
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	184	98.9	18.6	48.0	29.4	4.0	44.1	Yes	Yes
<b>Gender</b>									
Male	116	98.3	20.9	48.2	25.5	5.5	43.6		
Female	68	100.0	14.9	47.8	35.8	1.5	44.8		
<b>Racial/Ethnic Group</b>									
White	163	100.0	17.0	47.8	30.8	4.4	47.2	Yes	Yes
African-American	15	100.0	42.9	42.9	14.3	0.0	14.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	149	98.7	14.6	46.5	34.0	4.9	49.3		
Disabled	35	100.0	36.4	54.5	9.1	0.0	21.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	184	98.9	18.6	48.0	29.4	4.0	44.1		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	182	100.0	18.6	48.0	29.4	4.0	44.1		
<b>Socio-Economic Status</b>									
Subsidized meals	81	97.5	28.6	46.8	24.7	0.0	29.9	Yes	Yes
Full-pay meals	103	100.0	11.0	49.0	33.0	7.0	55.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	184	100.0	24.9	42.9	22.0	10.2	42.9	Yes	Yes
<b>Gender</b>									
Male	116	100.0	25.5	40.9	20.9	12.7	43.6		
Female	68	100.0	23.9	46.3	23.9	6.0	41.8		
<b>Racial/Ethnic Group</b>									
White	163	100.0	22.0	44.7	22.0	11.3	45.3	Yes	Yes
African American	15	100.0	57.1	28.6	14.3	0.0	14.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	149	100.0	19.4	41.7	26.4	12.5	49.3		
Disabled	35	100.0	48.5	48.5	3.0	0.0	15.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	184	100.0	24.9	42.9	22.0	10.2	42.9		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	182	100.0	24.9	42.9	22.0	10.2	42.9		
<b>Socio-Economic Status</b>									
Subsidized meals	81	100.0	40.3	40.3	16.9	2.6	28.6	Yes	Yes
Full-pay meals	103	100.0	13.0	45.0	26.0	16.0	54.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	88	100.0	22.2	53.1	18.5	6.2	24.7
	Grade 8	95	100.0	20.9	53.8	22.0	3.3	25.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	93	98.9	20.7	43.5	33.7	2.2	35.9
	Grade 8	91	98.9	19.1	53.9	21.3	5.6	27.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	88	100.0	21.0	44.4	23.5	11.1	34.6
	Grade 8	95	100.0	23.1	63.7	5.5	7.7	13.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	93	100.0	23.7	43.0	22.6	10.8	33.3
	Grade 8	91	100.0	27.8	42.2	21.1	8.9	30.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 193)				
Students enrolled in high school credit courses (grades 7 & 8)	10.9%	Down from 12.0%	21.6%	14.6%
Retention rate	0.5%	N/A	1.7%	3.0%
Attendance rate	95.6%	No change	96.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		4.5%	5.3%
Eligible for gifted and talented	25.0%	Up from 21.5%	22.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Down from 18.8%	13.3%	13.9%
Older than usual for grade	1.0%	N/A	2.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	30.8%	Down from 38.5%	51.0%	48.7%
Continuing contract teachers	76.9%	No change	86.2%	81.7%
Highly qualified teachers**	80.0%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.0%	5.3%
Teachers returning from previous year	80.0%	Up from 77.0%	87.1%	85.1%
Teacher attendance rate	94.5%	Down from 96.8%	94.6%	94.8%
Average teacher salary	\$37,490	Up 1.8%	\$41,237	\$40,566
Prof. development days/teacher	10.1 days	Down from 11.7 days	10.2 days	11.0 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.9 to 1	23.2 to 1	21.3 to 1
Prime instructional time	88.8%	Down from 91.4%	89.5%	89.3%
Dollars spent per pupil*	\$6,013	Down 0.9%	\$5,727	\$5,821
Percent of expenditures for teacher salaries*	65.1%	Down from 66.6%	62.0%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	96.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	86.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Landrum Junior High School is very proud of the achievements of our faculty and students this year. Due to a joint effort, our accomplishments included: being one of only 7 middle schools out of 235 to meet AYP (Annual Yearly Progress) goals, recognition of nine of our students as SC Junior Scholars and three as State Honorees in the Duke Tip Program. Student enrollment increased as did overall MAPS scores. Once again, two of our students had literary works published in Maggie's Drawers, an anthology published by the University of South Carolina, Spartanburg. The Handz on Artz Program sponsored by the Tryon Fine Arts Center afforded our seventh grade students many opportunities. Seven of our students were privileged to spend a day with the Vienna Boys Choir. This partnership with the Tryon Fine Arts Center is funded by a grant from the Polk County Foundation worth more than \$13,000. LJHS also received a \$2,800 grant from the Polk County Foundation to send three of our educators to the National Middle School Conference in Minneapolis, Minnesota in the fall of 2004. We were also able to retain the honor of being a Red Carpet School for the second year in a row.

The school's continuing theme, "South Carolina: Write People, Write Places," remains incorporated in various subject areas as well as in our art appreciation programs.

Areas of special emphasis this year continue to be increased parental and community involvement via our School Improvement Council and PTSO Meetings, as well as our continuing effort to implement our school's SACS goals. Landrum Junior High School's SACS goals have been identified as: Communication Skills, Thinking and Reasoning Skills, Problem Solving Skills, and Personal and Social Responsibility. SIC, teachers, staff and I will continue to meet in order to revise, design and implement these vital components for the success of our students and Landrum Junior High School.

John M. Hodge  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	12	84	23
Percent satisfied with learning environment	91.7%	80.7%	82.6%
Percent satisfied with social and physical environment	91.7%	76.5%	60.9%
Percent satisfied with home-school relations	91.7%	88.0%	69.6%

\*Only students at the highest middle school grade level at this school and their parents were included.